

Innovative Strategies for Financial Management in Nigerian Public Secondary Schools

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Education is the cornerstone of a nation's culture and an absolute necessity for economic prosperity and development. There is hardly any household in this country that is not concerned about the state of our education system particularly the secondary system. The structure is in a deplorable condition. Teachers are demoralized and disenchanted, as the system now produces millions of virtually illiterate young people who roam the streets in streets of employment that is not available. Crucial as the system is, there is evidence of declining. Such decline relates to finance and administration, planning for quality, training and utilization of teachers, and curriculum and equality of opportunities. There is then a great concern about how the decline can be controlled, so as to meet the needs of all concerned, as well as laying a solid foundation for the secondary education in Nigeria. It is, therefore, the focus of this paper to examine the strategy for financial management in Nigerian public secondary schools.

Keywords: innovative strategy, financial management, public secondary school

Introduction

Education is viewed as an instrument for national development. In recent years, the trend in the world is towards a restructuring of school management along the line of decentralization in which quality promotion is based on prevention of wastage. Nigeria is currently witnessing proliferation of schools, as federal, state and local governments, private individuals and organizations are exercising their constitutional rights in the establishment of schools. While the admission into secondary schools has rapidly increased, the volume of funds provided has not expanded to meet the enrolment demands. The result is an acute shortage of staff, funds, physical facilities and equipment. Other indicators for declining quality in education are high drop-out rate, examination malpractices, cultism, hooliganism, drug abuse, sexual harassment and general lawlessness.

The fact that the various governments of the federation cannot adequately fund secondary education implies that the institutions must look for other sources of revenue to finance their programmes. To varying degrees, secondary education in Nigeria faces the problems of increasing students' enrolment, unsuitable patterns of education expenditure, declining quality of education, unequal access to education, over-reliance by government on foreign loans, inflationary trends, politicization of education, mismanagement of the resources of the nation and escalation of cost of educational material. ETF (Education Trust Fund) (2006) emphasized that some institutions were unable to draw from the ETF accruals because of their failure to account funds allocated to various institutions, totaling trillion Naira in some states. The inability of the institutions to render timely accounts of the money received and spent portrayed the authorities of the schools as incompetent, if not

corrupt.

Obayan (2006), on the determinants of expenditure on education, emphasized amount spent at all levels of education, relationship among expenditures and per capita income, government's expenditure priority, cost per student, corresponding increase in productivity and estimated manpower needs. Akangbou (1987) listed the various factors influencing revenue allocation to education as growth rate of the national economy, world market condition, sources of revenue, nation's policy on education and competition of other sectors of the economy. To survive and be successful, there is, therefore, the need for urgent action in revamping secondary education, which requires a manager with vision and mission. This paper, therefore, focuses on current and suggests innovative strategies for financial management in Nigerian public secondary schools.

Development of Educational Financing in Nigeria

Modern education in Nigeria dates back to September 24, 1842 with the arrival at Badagry of Reverend T. Freeman. The focus of the Christian mission generally was on the *Bible* and the plough as well as the development of a local language and the training of evangelical leaders. Forty years after the arrival at Badagry, school education in Nigeria was still a monopoly of the Church mission. It was religion-based, intensely denominational and shallow in contents. Government intervention in educational financing came between 1870 and 1876 when it gave £30 which was distributed among the three missions. In 1882, an ordinance was passed with the following provisions: (1) classification of schools into government schools and assisted schools; (2) grants to be used for school buildings and teachers' salaries; and (3) condition of grants-in-aid was attendance of children and examination results.

The period from 1889 to 1902 saw development of the dual system in which government participated more and more with the missions and other religious organizations. Schools were divided into the assisted schools and non-assisted schools with the following numbers and population. The number and population of government and assisted schools is 195 and 28,000, respectively; that of the unassisted schools is 2,432 and 122,000, respectively (Fafunwa, 1998, p. 10).

Assisted schools were financed from school fees, government grants, church collections and donations. Mission grants and sometimes a special contribution from the local community cut across religious barriers. Sometimes, the contribution took the form of labor, in the building of a school. Non-assisted schools usually depended entirely on local resources, listed as items in annual church budget. Sometimes, such schools were supported by the missions from special donations and funds from overseas. The non-assisted schools were staffed with the cheapest teachers.

The government grants to the respective missions, Roman Catholic, Christian Missionary Society were £495 13s 8d, £156 14s 6d and £289 17s 10d, making a total of £944 14s 6d. There was another education ordinance in 1905, which vested power for educational financing on the high commissioner. Generally, the total amount spent on education by the government in 1913 was £30,915 which was 1.16% of the ordinary revenue. The spirit of amalgamation increased financial participation by the government, full cooperation between the government and missions.

A significant step forward was the provision for by-laws of establishing local education authorities and local education committees that paved the way for increased local participation in the administration of education and the sharing of the financial burden. The period from 1950 to 1960 witnessed the political era. In 1955, free education was established in the western region. The cost of the school buildings in the primary

school education scheme amounted to £6,944,600. This of course does not include the contribution of the native authorities, the voluntary agencies, the local communities and the parents who provided necessary sanitary facilities, full length doors, fixed windows and in a number of cases the ceiling.

In anticipation of the manpower needs of independent Nigeria, a commission headed by Ashby was set. The report recommended “investment in education”. Education has become an investment for which financing must be sought from Nigerian as well as external sources. The financing of educational development in Nigeria would not be completed without mentioning the great foundations which influenced education throughout the world. The most famous were Phelps Stoke Fund, the Rockefeller, the Carnage, UNESCO (United Nations Educational, Scientific and Culture Organization) and financial institutions. The 1951 Nigerian constitution gave federal and regional governments concurrent constitutional and administrative responsibilities in the area of educational development, while the 1974 Constitution decentralized administrative responsibilities. NPE (National Policy on Education) (2004) stated that education in Nigeria is a private enterprise, with huge government venture that has witnessed a progressive evolution of government’s complete and dynamic intervention and active participation.

Factors Responsible for the Recent Increases in Educational Expenditure

Educational expenditure is affected by many factors. The rates of economic growth have been discouraging; therefore, there cannot be an increase in the investment in education until the economy grows. It is a “chicken and egg” situation. Expenditure on education is seriously competing with expenditure on defense, health, agriculture, housing and rural development. These proliferated social services, the expansion of the civil service establishments, the problem of food shortage and scarcity and the debts obligation on foreign loans have all contributed to the competition that our educational system is subjected to in the face of budgetary allocation.

The population explosion resulting in high proportion of children within the population had been the cause of the high enrolment in our educational institutions. Educational decision was based on principle of social-demand approach. The demand for education by the populace is due to the desires of the individual families to provide for their needs and those of their children, and hence their social-economic status and mobility and by the desire of our various political patronage while neglecting the funding problems. The rise in educational expenditure could also be traced to the government policy at one time or the other to take over control of both public and private schools. Serious consideration has not been given to the effect of the flow of funds from the previous proprietors of these schools. The proliferation of schools also accounts for a high rise in educational expenditure.

Another impetus to this financial crisis of our educational system lies in the existing technology of education, which is capital intensive. About 70% to 90% of educational expenditure goes on teachers pay in less developed countries (Hunt, 1992). The salaries and other financial obligations of the expatriate personnel in our school systems and the impact of inflation have also added to our educational financial crisis. Durosaro (2001), on the factors that responsible for recent increase in educational expenditure, emphasized that population explosion, inflation, change in technological advancement, increase in manpower needs, elongation of salary, education innovation (nomadic and gifted education) imbalance in educational system, technical aids, politicization of education (federal character and quota system). These factors have compelled successive leaders to try to set up structures but did not work.

Sofoluwe (1990), on the inability of government to fund education adequately and effectively, itemized that:

- (1) Failure of government to heed expert advice on education development;
- (2) Cumulative impacts of federal take over of state schools;
- (3) Irregular resource allocations, budgeting and inadequacies of funds, facilities and staff;
- (4) Political instability, politicking and lack of linearity in the implementation of policies on higher education;
- (5) Politicization of educational programmes up to university level;
- (6) Irrational, discriminatory financial allocation processes and arbitrariness in locating schools;
- (7) Mismanagement of the resources of the nation;
- (8) Escalation of costs of educational materials without corresponding increase in financial allocation to the schools;
- (9) Government's apparent insensitivity to the needs of the schools;
- (10) Government's hampering of private initiative in the provision of education which has inhibited alternative funding process.

Trends in Enrolment

Table 1 shows number of pupils at primary level of education in 1990 which is 13,610,249 and the trend keeps increasing at 2% until 1995 to 1997 when there was a decline in enrolment before picking up again in 1998 to 16,065,567 and 19,158,439 in the year of 2000. The decrease witnessed from 1995 to 1997 could be attributed to the political imbroglio that pervaded the country during those years, but the situation started improving in 1998 when the political tension was put under control. The increase in the enrolment witnessed in the 2000 could be attributed in the UBE (Universal Basic Education) reform.

Table 1

Enrolment in Primary Schools in Nigeria (2001 to 2007)

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998
Pry I	3,077,149	3,064,348	3,065,137	3,273,800	3,281,333	3,237,039	2,867,278	2,993,920	3,255,098
Pry II	2,534,453	2,628,627	2,693,785	2,843,820	2,896,073	2,822,998	2,536,408	2,664,294	2,899,489
Pry III	2,350,022	2,357,901	2,546,748	2,701,987	2,742,393	2,661,051	2,441,957	2,546,539	2,747,374
Pry IV	2,185,559	2,186,151	2,381,892	2,551,104	2,622,440	2,510,508	2,322,582	2,417,729	2,586,180
Pry V	1,856,767	1,988,983	2,195,461	2,371,403	2,457,996	2,378,447	2,171,933	2,525,001	2,466,735
Pry VI	1,606,299	1,651,204	1,922,914	2,128,157	2,190,712	2,131,035	1,960,084	2,042,819	2,130,691
Total enrolment	13,610,249	13,876,854	14,805,937	15,870,271	16,190,947	15,741,078	14,300,242	14,917,302	16,065,567

Year	1990	2000	2001	2002	2003	2004	2005	2006	2007
Pry I	3,714,493	4,087,074	4,439,861	4,502,702	4,682,810	4,870,122	5,064,927	5,267,524	5,267,525
Pry II	3,272,680	3,540,987	3,953,919	3,716,766	3,865,436	4,020,054	4,180,856	4,348,091	4,522,015
Pry III	3,053,235	3,239,943	3,175,602	3,168,221	3,294,949	3,426,747	3,563,817	3,706,370	3,854,625
Pry IV	2,830,316	3,024,612	2,928,688	2,892,891	3,008,606	3,128,950	3,688,975	3,835,535	3,989,996
Pry V	2,644,327	2,718,953	2,861,264	2,676,901	2,783,977	2,895,336	3,011,149	3,131,596	3,256,860
Pry VI	2,391,779	2,483,670	2,385,845	2,385,178	2,478,505	2,577,645	2,680,751	2,787,981	2,899,550
Total enrolment	17,907,010	19,158,439	19,385,177	19,342,659	20,114,285	20,918,85	22,190,477	23,078,097	24,001,221

Note. Source: Federal Ministry of Education.

Table 2 clearly shows enrolment at secondary level of education in the country in which from 1990 where we have 2,902,053 pupils with an increase of at least 5% in the subsequent years. It was, however, that in 1996,

the enrollment reduced to about 2% (4,201,331), this may not be on connected to political tension in the country as at that period. The situation remained the same until 2000 when the enrolment started picking up with the total of 4,104,284 till 2006 of enrolment of 5,693,023. With the aforementioned, it then shows that enrolment at the post-primary is quiet low on the country with population of 150 millions. For example, in the year of 2000, over two millions were in the primary six, only 806,811 were made it to post-primary (JSS 1), the rest one million plus could no where to be found (see Table 1). Therefore, involvement of private hand in the education is much needed in order to cater for millions that are yet to be educated.

Table 2

Enrolment in Post-primary Schools in Nigeria (1990 to 2007)

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
JSS I	692,066	767,419	878,641	1,009,732	1,069,577	957,625	847,937	771,649	769,334	708,523	806,811	938,903	941,884
JSS II	637,089	645,136	759,553	834,224	970,320	948,778	834,755	750,894	753,010	702,515	765,482	870,929	946,612
JSS III	545,533	550,066	609,187	665,371	746,465	821,427	766,673	692,421	703,637	647,536	704,968	770,313	823,613
SSS I	447,163	483,951	544,201	579,619	644,712	656,653	678,415	626,947	626,947	594,504	655,195	713,766	790,390
SSS II	354,946	380,291	450,672	487,933	544,595	562,026	583,425	583,425	601,861	552,779	600,739	666,923	715,798
SSS III	225,256	296,414	358,366	455,205	475,69	499,240	494,240	506,987	538,971	511,328	517,089	622,248	648,123
Total enrolment	2,902,053	3,123,277	3,600,260	4,032,083	4,451,329	4,445,890	4,201,331	3,921,616	4,003,715	3,171,185	4,104,284	4,601,082	4,866,420

Year	2003	2004	2005	2006	2007
Pry I	979,559	1,018,741	1,059,491	1,101,871	1,145,946
Pry II	948,476	1,023,855	1,064,809	1,107,402	1,151,698
Pry III	856,557	890,819	926,452	963,510	1,002,050
Pry IV	822,005	854,885	889,081	924,644	961,630
Pry V	744,429	774,207	805,175	837,382	870,877
Pry VI	674,047.92	701,009	729,050	758,212	758,212
Total enrolment	5,061, 076.86	5,263,519	5,474,060	5,693,023	5,890,413

Note. Source: Federal Ministry of Education.

Table 3

Federal Government Expenditures on Education as Share of Total Federal Expenditure, 1997 to 2002 (Percent)

Year	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Recurrent	12.3	12.0	11.7	9.4	9.5	9.1	9.4	9.8	10.5	11.2	11.7
Capital	6.1	7.5	5.0	8.5	6.0	6.0	6.1	6.5	6.7	7.6	7.8
Total	9.9	9.6	9.0	9.0	7.6	8.0	8.2	8.4	10.2	10.4	10.7

Note. Source: FGN (Federal Government of Nigeria), annual budget (various years).

Estimates of Educational Expenditures

Federal government expenditures on education are below 10% of its overall expenditures. Table 3 presents these shares separately as recurrent and capital expenditures based on actual expenditures between 1997 and 2007 and on estimates for years of 2001 and 2002. Overall, the shares have varied between 9.9% and 7.6% and the trend has been largely downward. Typically, 70% and 80% of expenditures are for recurrent activities. However, in 2000, the capital allocation increased to 45% of the total, in line with the overall large increase in capital expenditure in the federal government's budget.

Table 4 presents the shares of federal government recurrent and capital expenditures by level of education between 1996 and 2004. Over the period, the tertiary education sub-sector has received between 68% and 80% of the total federal expenditures for education. The average shares have been 14.5% for secondary schooling. Federal government expenditures on secondary schooling are basically for the 109 federal government colleges (unity schools), usually, three of which are established in each state and the 16 federal secondary technical colleges.

Table 4

Federal Government Expenditure Shares by Level of Education, 1996 to 2007(Percent)

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Tertiary	79.9	78.9	68.4	69.0	75.8	68.1	76.9	77.6	78	79.9	80.1	80.2
Universities	52.5	44.6	39.4	39.9	49.2	39.6	51.2	55.4	55.9	56.2	56.3	57
Polytechnics	16.2	23.2	17.0	18.5	17.0	16.6	16.0	17.1	18.1	20.1	21.3	22.1
Colleges of education	11.2	11.1	12.0	10.6	9.6	11.9	9.7	11.2	10.5	11.1	11.5	11.6
Secondary	10.4	11.3	14.6	18.7	15.3	15.5	15.6	16.1	17.4	18.4	18.7	19.1
Primary	9.7	9.8	16.9	12.2	8.9	16.4	7.5	8.5	12.2	14.0	14.6	14.7

Note. Source: FGN, annual budget (various years).

An indication of the pattern of state government funding across levels of education is provided in Table 5 for nine states. On average, around two thirds of all state government expenditure on education are for secondary schooling, while the average for primary schooling is around 11% (though the range appears to be very wide). Furthermore, Table 6 shows the sources of funding for secondary education in some states in 1999. Table 7 reveals the disbursement of allocation to various sub-sectors through Education Trust Fund from 1999 to 2002.

Table 5

Shares of State Government education Expenditure by Educational Level (Selected States), 1998(Percent)

State	Primary	Secondary	Tertiary	University
Enugu	17.0	52.7	30.3	0.0
Rivers	9.7	50.6	21.4	18.3
Borno	5.0	69.1	25.8	0.0
Kano	9.2	66.3	24.5	0.0
Plateau	3.3	83.9	12.8	0.0
Benue	11.9	50.2	15.3	22.2
Ekiti	10.4	66.2	13.0	10.4
Niger	13.8	65.8	16.6	3.8
Oyo	23.1	37.6	27.5	11.8
Average	11.4	60.3	20.8	7.4

Note. Source: FGN (annual budgets).

Table 6

Sources of Funding Secondary Education in Eight States, 1999 (Percent)

	Borno	Rivers	Enugu	Benue	Ekiti	Niger	Jigawa	Oyo
Local	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
State	69.9	73.0	85.4	75.9	100.0	70.8	100.0	81.8
Federal	32.1	27.0	14.6	24.2	0.0	29.2	0.0	18.2

Note. Source: A budget estimate of the selected states.

Table 7

The Disbursement Allocation to Various Sub-sectors 1999 to 2002 (Millions of Naira)

Education	Funds	Allocation in			
Sub-sector	1999	2000	2001	2002	Total
Primary	3,117.6	1,010.6	1,111.9	72.0	5,812.2
Secondary	657.0	698.7	1,112.0	277.2	2,350.3
Tertiary	4,291.8	1,876.1	1,624.3	1,587.4	10,372.9
Other education	532.0	588.2	252.9	1,405.4	2,778.5
Total	8,598.5	4,165.1	4,688.2	3,842.1	21,314.0

Note. Source: Adopted from ETF reports, annual 2002 and March 2003.

Strategies for Financial Management in Nigerian Secondary Schools

The most significant change expected in this country is the transition from goods producing society to information- and knowledge- based society. There is, therefore, the need to orientate our minds and national psyche and expand our world views, so that the Nigerian secondary education would return to not only its lost international reputation, but also the main relevance had been in the vanguard of socio-economic, political and technological development of the country. Innovative strategies for financial management involve: alumni association, alternative models, management control, strategic planning, NGOs (non-governmental organization) and community participation, money market and capital market, due process mechanism, adoption of modern management technique, new curriculum and secondary school management.

Alumni Association

Alumni form a vital link between the educational institutions and the global community in which it operates. Institutions look to their local and international alumni for advice, advocacy and support, and remain responsive to the needs of their alumni to keep the line of communication open. In some countries, many alumni associations provide subsidized legal services for their members, as well as free library services, and offer information about their occupations and career. Furthermore, alumni associations: (1) offer services and activities which meet the need of alumni members; (2) provide a forum for alumni to become involve in policy making and education issues within tile institution; (3) raise funds to support educational programmes, thus, enhancing their institution's status and maintaining the continuing value of the qualification; and (4) contribute towards recurrent costs, particularly for educated inputs, library acquisitions, equipment and building maintenance culture.

It is, therefore, suggested that every student in the school should be encouraged to join the alumni association after graduation. Alumni should be taught, from day one, that their financial and moral contributions are important. They should be taught to be committed and enthusiastic long before they are ready to join the association.

Alternative Models

The following alternative models are suggested:

(1) Model A—Quinquennial or triennial block grant from the government. This will enable the institutions to plan over a five-year period;

(2) Model B—Secondary schools management should adopt the sharing formula and components of the 2% consolidated revenue fund of UBE (Universal Basic Education) Act 2004 as: (a) 70% of the UBE fund be shared to the states and FCT as matching grants on equality basis; (b) 14% shared to states to correct

educational imbalance; (c) 5% to states that are doing very well in the implementation of the UBE programme as incentive; (d) 5% dedicated to school feeding and health programme; (e) 2% issue of special needs education, specifically to physically and mentally challenged; (f) 2% monitoring the implementation of the programme; and (g) 2% USE Commission's implementation fund. The total percentage is 100%.

On the criteria for accessing and utilizing USE matching grant of the federal government as: Expenditure by components of USE programme are as follows: (1) pre-primary education is 5%; (2) primary education is 60%; and (3) junior secondary school level is 35%, the total is 100%. Furthermore, the fund allocated should be utilized as follows: (1) infrastructural development is 70%; (2) provision of instructional material is 15%; and (3) teacher professional development is 15%, the total is 100% (FRN (Federal Republic of Nigeria), 2005).

UBEC Building

This formula is significant in that it is the first time in the history of Nigeria that the federal government and state government have expressed their collective commitment to funding the basic education sub-sector in a systematic manner.

Management Control

Effective management control is strongly recommended. This is a way of monitoring progress to determine whether the objective of the organization is being achieved. Control completes the cycle of managerial activities. The whole purpose of control is to improve the performance. Basic elements for management control system include planning what is desired, establishing standards of performance, monitoring actual performance, comparing actual achievement against the planned target and taking corrective action. Mullins (2000, pp. 210-230) depicted the five elements of management control as shown in Figure 1.

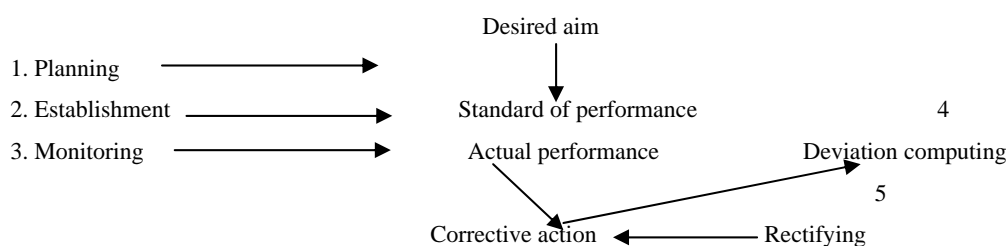


Figure 1. Management control structure.

Strategic Planning

Management of secondary schools should adopt strategic planning for the successful implementation of the education policies. Strategic planning, according to Ojowu (1998), should be a systematic and comprehensive analytical process that sees the internal and external environment of an institution and provides viable alternatives to funding of education.

Uvah (2004) identified the functionality of strategic planning as the economy and prudent management, survival competition, national development, funding opportunities, environmental changes and financial autonomy. The requirement of strategic planning for consideration of sources of funds for plan implementation encourages an institution to reposition itself to diversify the sources of funding and generate more revenue for its operation. It also encourages the institution to be more cost conscious, focused and efficient. It is recommended, therefore, that each of the three tiers of government should establish a directorate of strategic planning. In order to increase access, maintain standard of educational quality and ensure institutional stability, secondary education

must diversify its financial bases, particularly through cost-recovery for non-academic services.

The increasing cost of education could be met by introducing or increasing users' charges, such as fees at the tertiary level of education. Table 8 reveals compulsory fees for private institutions while Table 9 shows a typical bill for public secondary schools. School principals require greater autonomy from government, particularly in financial administration, if they are to become more entrepreneurial and provide the incentives necessary to encourage quality performance and management efficiency.

Table 8

School Bill for 2007/2008 Session in a Typical Private Secondary School

S/No.	Description	Fees (#)
1	Tuition fees	250,000
2	Registration fees	2,500
3	Examination fees for others	5,000
4	Endowment	20,000
5	Caution deposit refundable	50,000
6	Students' I.D. card	1,500
7	Hand book	2,500
8	Sport fees	5,000
9	Medical treatment	25,000
10	Laboratory basic programme	10,000
15	Acceptance fees	2,500
16	Transportation	10,000
17	Utility	15,000
18	Application form	1,500
19	Library registration	25,000
Total		425,500

Note. Source: A bill from a typical private secondary institution in Nigeria

Table 9

School Bill for 2006/2007 Session in Typical Public Schools

Tuition	Free
Medical	200
Chair and locker	Not available
Development fund	200
Caution fee	300
Assessment file	100
Science consumable	100
PTA (Parent Teacher Association)	200
Library	100
Sport	100
Computer levy	200
Total	1,500.00

Note. Source: A bill from the principal of a typical public secondary school in Nigeria.

NGOs and Community Participation

The FRN (2004) at Section 11 (109) declared that the financing of education is a joint responsibility of the federal, state and local governments and the private sectors. In this connection, government welcomes and

encourages the participation of local communities, individuals and other organizations. Community participation promotes the ability to control and manage resources, so as to meet the social, cultural and economic needs of the populace. It is a tool for community empowerment and as an instrument for the preparation of the citizen. Community participation must entail academic integrity. Academic integrity requires that academic community should: (1) advance the quest for the truth and knowledge; (2) foster a climate of mutual trust; (3) seek to ensure fairness in institutional standards, practice and procedures; (4) promote respect among students, staff and other educational stakeholders; and (5) uphold high standards of conduct in learning and teaching.

Government should organize a forum for all potential partners in education—aid agencies, private sectors, the media, principals, NGOs, philanthropists and PTAs, to meet periodically, discuss and plan for cooperation and assistance in education. Private organizations should be encouraged to go into equity participation or joint venture in secondary education in various business ventures. This would bring efficiency, profitability and direct management. A bill aimed at improving academic integrity in education should be presented to the National Assembly. The Act should recognize the five fundamental principles of value as honesty, fairness, respect, responsibility and trust.

Money Market and Capital Market

Stakeholders in education should be encouraged to get short term funds through the Nigerian money market. A money market is a market for short-term securities, typically up to 13 months. In the money markets, households, financial institutions and government lend to and borrow from one another.

Capital market is a market for securities, where companies and governments can raise long term funds. It consists of the primary and secondary markets. Primary market is where new issues are raised and subscribed to by investors; whereas secondary market is where existing securities are traded. Capital market includes equities market and the bonds market. The capital market can be contrasted with other financial markets, such as the money market which deals in short-term liquid assets and derivatives market which deals in derivative contracts.

Money market instruments include current accounts/passbook balance, term deposits, secured/insecured papers, treasury bills and certificates. While capital market instruments include: equity stocks and debts, i.e., quoted and unquoted; assets-backed securities, i.e., unit trusts, REIT (real estate investment trust) and derivatives; and government stocks and bonds and FGN development stocks.

Strategically, investing in federal bonds by the educational institutions will provide services that are essential to a modern economy. The FGN bonds regulators are the CBN (Central Bank of Nigeria), SEC (Securities and Exchange Commission), the NSE (Nigeria Stock Exchange) and DMO (Debt Management Office). The DMO is to help government fund its deficits in a way consistent with macro-economic stability and fiscal prudence as well as subject it to the disciplines of the market. It is saddled with the management of both external and domestic debts, thereby, minimizing cost and maximizing returns with an acceptable risk profile. Today, authorities should bring down interest rates to levels adjudged consistent with the achievement of the macro-economic objectives of the nation.

Due Process Mechanism

Secondary education is faced with declining academic performance, increasing drop-out rates, inadequate preparation for the workplace, the subversion of due process, manipulation of existing laws and regulations, examination malpractice and cultism. The persistence of this unfortunate crisis made the nation appears as a failed nation. Joseph (2006) reported that Nigeria harbors the fifth largest number of illiterates in the world.

Olutola (1983) emphasized that most schools are currently littered with uncompleted capital projects whose costs continue to rise. It was in this situation that in the budget, the President Obasanjo (2005) prescribed BMPIU (Budget Monitoring and Price Intelligence Unit) to manage what is known as due process mechanism. With the introduction of due process mechanism, the government initiated a massive review of all aspects of the public expenditure. There is, therefore, an urgent need to entrench BMPIU (due process) into the management of secondary education for proper accountability and effective management of the country's available resources. The mission of the BMPIU is to use the due process mechanism to re-establish and sustain an open, transparent and competitive federal procurement system that is integrity-driven, upholds spending within budget and ensures speedy implementation of projects in order to achieve value for money outcomes without sacrificing quality and standard. For successful implementation, project feasibility and design should be completed before embarking on procurement and award. Technically, competent and integrity conscious officials in the ministry should be identified and assigned procurement planning. If due process is well and honestly administered, it will surely lead to the restructuring, re-orientation, reawakening, rejuvenation and rebirth of the Nation's contemporary issues.

Adoption of Modern Management Techniques

Goal-setting strategies should be tried in Nigerian secondary schools. Among the more popular and tested goal setting procedures which enhance consensus and better understanding of organizational effectiveness are the Delphi technique, management by objective, PERT (Programme Evaluation and Review Technique), CPM (Critical Path Method) and PPBS (Programme Planning Budgets System). The goal of secondary education as contained in the NPE (National Policy on Education) (2004) should be redefined, restated, prioritized and re-circulated among the various constituencies of each institution. The transformation manager is recommended for the institution's environment, because it hastens the type of organizational change that needed in academic context. The transformation manager articulates a realistic vision of the future that can be shared, stimulates subordinates intellectually and pays attention to the differences among subordinates.

More professional management at all levels through staff training, strategic hiring and computerized management information system is the best short-term strategy for freeing resources (through improved efficiency) to meet education needs. Education must invest in these, if they are to remain viable centers of learning. This means that principals must provide yearly budget allocations for education materials, library acquisitions, staff development and the maintenance of buildings and equipment.

New Curriculum

The Nigerian Education Council must review the primary and secondary school curriculum. The new curriculum must maintain all positive national values, including respect for human rights, rule of law and justice, and the spirit of nationalism, good verbal attitude, decent dress code and national commitment. The new curriculum must be student- and teachers- oriented because no matter how robust a curriculum is, its effectiveness and efficiency would depend on the right values of teachers and pupils. Education is not proper without values. Values tend to change with a change in the curriculum. Teachers are the role models for pupils in an academic environment and are expected to promote the positive values that could sustain the on-going nations' re-orientation through curriculum transformation.

Secondary Schools Management

There should be a central body at the national level to manage, supervise, finance and monitor secondary

schools in Nigeria. Similar bodies should be put in place at the state and local government levels. The NDEC (National Disaster Education Coalition)/SPEB (State Primary Education Board)/LGEA (Local Government Education Authority) structure could be adopted or adapted as NSEC (National Secondary Education Commission)/SSEB (State Secondary Education Board)/LGSEA (Local Government Secondary Education Authority). The constitutional roles of the federal, state and local governments on matters relating to education should be respected.

Conclusions

The central theme of this paper was the innovative strategies for financial management in Nigerian public secondary schools. The nation has come up with plans for technological education which, if primary implemented, will transform the great nation from one that is economically dependent on developed nations. To this end, secondary school managers should buy shares, equities in companies and industries to generate supplementary funds. Strategic planning, management control, accountability and responsibility must be vigorously pursued. The recommendations made can move the nation to a level of adequate manpower, disciplined citizenry, national integration and modern development—a society that is prosperous, just equitable and united.

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